Assurance of Student Learning				
2023-2024				
College of Education and Bheavioral Sciences	School of Leadership and Professional Studies			
Master of Arts in Education, Instructional Leadership (Principal, All Grades)				
Stacy Leggett				

	list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the		
	ng Outcome 1: Graduates of WKU's education administration program will be proficient at a beginning-school leader's lev	el for the Pro	fessional
Standards for I	Educational Leaders.		
Instrument 1	School Leaders Licensure Assessment		
Based on your	results, circle or highlight whether the program met the goal Student Learning Outcome 1.	Met	Not Met
	ng Outcome 2: Graduates of WKU's education administration program will be innovative problem solvers, especially around school improvement that leads to greater levels of student achievement.	nd issues of hi	igh-quality
Instrument 1	Curriculum Audit (EDAD 606)		
Instrument 2	Teacher Coaching Role Play (EDAD 607)		
Instrument 3	Developing Plan-Do-Study Act for School Improvement Strategy (EDAD 609)		
Based on your	results, circle or highlight whether the program met the goal Student Learning Outcome 2.	Met	Not Met
	ng Outcome 3: Graduates of WKU's education administration program will demonstrate a commitment to, and skills for learns and outcomes for all students.	eading their so	chool's toward,
Instrument 1	Special Education Audit (EDAD 603)		
Instrument 2	Responding to Equity Case Studies (EDAD 608)		
Based on your	results, circle or highlight whether the program met the goal Student Learning Outcome 3.	Met	Not Met
	ng Outcome 4: Graduates of WKU's education administration program will be adept at building positive relationships wit e community for uniting all stakeholders around a commitment to high-quality learning outcomes.	h and among	students, staff,
Instrument 1	Conducting a School Culture Audit (EDAD 604)		
<b>Instrument 2</b>	Developing a School Communications Plan (EDAD 605)		
Based on your	results, circle or highlight whether the program met the goal Student Learning Outcome 4.	Met	Not Met
Student Learni means.	ng Outcome 5: Graduates of WKU's education administration program will demonstrate skills for effectively communicate	ting using a w	ide variety of
Instrument 1	Creating a Leadership Development Plan (EDAD 602)		

Instrument 2	Special Education Audit (EDAD 603)		
Instrument 3	Conducting a School Culture Audit (EDAD 604)		
Instrument 4	Developing a School Communications Plan (EDAD 605)		
Instrument 5	Curriculum Audit (EDAD 606)		
Instrument 6	Teacher Coaching Role Play (EDAD 607)		
Instrument 7	Responding to Equity Case Studies (EDAD 608)		
Instrument 8	Developing a Plan-Do-Study-Act for a School Improvement Strategy (EDAD 609)		
Based on your i	results, circle or highlight whether the program met the goal Student Learning Outcome 5.	Met	Not Met
Student Learni	ng Outcome 6: Graduates of WKU's education administration program will display the characteristics of a highly-reflecti	ve practitione	r.
Instrument 1	Creating a Leadership Development Plan (EDAD 602)	<u> </u>	/ <del>- •</del>
Instrument 2	Special Education Audit (EDAD 603)		
Instrument 3	Conducting a School Culture Audit (EDAD 604)		
Instrument 4	Developing a School Communications Plan (EDAD 605)		
Instrument 5	Curriculum Audit (EDAD 606)		
Instrument 6	Teacher Coaching Role Play (EDAD 607)		
Instrument 7	Responding to Equity Case Studies (EDAD 608)		
Instrument 8	Developing a Plan-Do-Study-Act for a School Improvement Strategy (EDAD 609)		
Based on your i	results, circle or highlight whether the program met the goal Student Learning Outcome 6.	Met	Not Met
Program Summ	pary (Briefly summarize the action and follow un items from your detailed responses on subsequent pages )	1	

Program Summary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)

For Learning Outcome 1, we have been successful in this area with our new program. To continue this success, we have now moved this test prep to a module in EDAD 610. We started this change on August 21, 2023. We have also been successful with Learning Outcomes 2 and 4. To continue to monitor and ensure future success, we are in the process of moving these rubrics to Anthology to allow for regular review. We have not been successful with Learning Outcomes 3, 5, and 6. The Special Education Audit for EDAD 603 is the insturent where we are currently no meeting our goals.

		Student Learning Outcom	ne 1		
Student Learning Outcome	Graduates of WKU's education administration program will be proficient at a beginning-school leader's level for the Professional Standards for Educational Leaders.				
Measurement Instrument 1	School Leaders The SLLA is a r	Licensure Assessment (SLLA) national exam administered by the Educational Test ire individuals seeking initial licensure for school p			ntucky
Criteria for Student Success	Meet the cut sco	re set by the Educational Professionals Standards E	Board.		
Program Success Target for this Measurement		For all WKU program participants are graduates seeking initial certification, 90% of all test takers will reach the minimum passing score on their first attempt, and 100% of all test takers will reach the minimum passing score on a subsequent attempt or attempts.	Percent of Program Achieving Target	100% of test takers from the Instructional Leadership, Sci from passed the SLLA 6990 attempt.	hool Principal
Based on your results, highlight	whether the prog	gram met the goal Student Learning Outcome 1.		<mark>Met</mark>	Not Met
Actions (Describe the decision-m	aking process and	actions for program improvement. The actions sho	ould include a timeline.)		
Our students have been successfu	l on the SLLA 69 leting the program	90. We have offered a free workshop for students of taking the assessment, and reporting of scores. Da	each year. We have now mo		
Follow-Up (Provide your timeline	e for follow-up. If	follow-up has occurred, describe how the actions a	bove have resulted in progra	am improvement.)	
We implemented the new module		ap			
Next Assessment Cycle Plan (Pla	ease describe your	assessment plan timetable for this outcome)			
		at we review as a program. This report is shared th	rough our statewide principa	al preparation program meetin	gs.

		Student Learning Outcom	ne 2			
Student Learning Outcome		VKU's education administration program will b I school improvement that leads to greater levels		ound issues of high-quality		
Measurement Instrument 1		Curriculum Audit (EDAD 606). WKU principal candidates will conduct a comprehensive audit of their school's programming for curriculum, instruction, and assessment and make recommendations for improvement.				
Criteria for Student Success		ective Practice Rubric (attached) is used to measure ic ranking of 3 (Meaning Maker) on the 4-point rule	sure student success on this assessment. Principal candidates are expected to t rubric.			
Program Success Target for this	Measurement	At least 80% of all WKU principal candidates will achieve a rating of 3 (Meaning Maker) or higher on the assessment rubric on their first attempt. 100% of all WKU principal candidates will achieve a rating of 3 or higher on their second or subsequent attempts.	Percent of Program Achieving Target	100% of students were proficient on first attempt; 100% of students were proficient on second attempt		
Methods	achieving a ratir	olled in the WKU principal program will complete ng of 3 or higher on the first and subsequent attempt of candidates eaching a 3 or higher on the first and	ots. Annually the program coordinator will co			
Measurement Instrument 2		ing Role Play (EDAD 607). WKU principal cand ther and actively role play a scenario providing fee feedback.				
Criteria for Student Success		ective Practice Rubric (attached) is used to measure ic ranking of 3 (Meaning Maker) on the 4-point rule		al candidates are expected to		
Program Success Target for this	Measurement	At least 80% of all WKU principal candidates will achieve a rating of 3 (Meaning Maker) or higher on the assessment rubric on their first attempt. 100% of all WKU principal candidates will achieve a rating of 3 or higher on their second or subsequent attempts.	Percent of Program Achieving Target	100% of students were proficient on first attempt; 100% of students proficient on second attempt		
Methods	achieving a ratir	olled in the WKU principal program will complete ng of 3 or higher on the first and subsequent attemp of candidates eaching a 3 or higher on the first and	ots. Annually the program coordinator will co			
Measurement Instrument 3		DSA for a school improvement strategy (EDAD		y-act for their capstone		
Criteria for Student Success	The WKU Refle achieve a holisti	ective Practice Rubric (attached) is used to measure ic ranking of 3 (Meaning Maker) on the 4-point rule	e student success on this assessment. Principa pric.	al candidates are expected to		
Program Success Target for this	Measurement	At least 80% of all WKU principal candidates will achieve a rating of 3 (Meaning Maker) or higher on the assessment rubric on their first attempt. 100% of all WKU principal candidates	Percent of Program Achieving Target	100% of students were proficient on first attempt; 100% of students were proficient on second		

	will achieve a rating of 3 or higher on their	attomnt					
	second or subsequent attempts	attempt					
3.5 (1 1		111 1 1 1 0 1 1 1					
Methods	All students enrolled in the WKU principal program will complete this assessment. Instructors will document the number of students						
	achieving a rating of 3 or higher on the first and subsequent attempts. Annually the program coo	ordinator will collect these data to determine					
	the percentages of candidates eaching a 3 or higher on the first and subsequent attempts.						
Based on your result	s, circle or highlight whether the program met the goal Student Learning Outcome 2.	Met Not Me					
		1100 1110					
Actions (Describe the	decision-making process and actions planned for program improvement. The actions should include a timelin	ne.)					
	ed success on Student Learning Outcome 2. We will move this rubric and scores into Anthology by Decen						
each year.	Succession Schule Schul						
caen year.							
Follow-Up (Provide y	our timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in progra	m improvement.)					
Follow-Up (Provide y	our timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in progra	m improvement.)					
• ` ` •	our timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in progra sessment to anthology but currently based on the CAEP rubric. We will need to consider aligning the two rub	,					
• ` ` •		,					
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We have moved the as	sessment to anthology but currently based on the CAEP rubric. We will need to consider aligning the two rub	,					
We have moved the as		,					
We have moved the as	sessment to anthology but currently based on the CAEP rubric. We will need to consider aligning the two rub	,					
We have moved the as	sessment to anthology but currently based on the CAEP rubric. We will need to consider aligning the two rub	,					

		Student Learning Outcom	ne 3			
<b>Student Learning Outcome</b>		Graduates of WKU's education administration program will demonstrate a commitment to, and skills for leading their school's toward, equitable supports and outcomes for all students.				
<b>Measurement Instrument 1</b>		Special Education Audit (EDAD 603). Students will review data and rate six elements of their school's special education program, along with a set of improvement strategies to address weaknesses or growth areas revealed in the audit.				
Criteria for Student Success		The WKU Reflective Practice Rubric (attached) is used to measure student success on this assessment. Principal candidates are expected to chieve a holistic ranking of 3 (Meaning Maker) on the 4-point rubric.				
Program Success Target for this	Measurement	At least 80% of all WKU principal candidates will achieve a rating of 3 (Meaning Maker) or higher on the assessment rubric on their first attempt. 100% of all WKU principal candidates will achieve a rating of 3 or higher on their second or subsequent attempts	Percent of Program Achieving Target	70% of students were proficient on first attempt; 100% of students were proficient on second attempt		
Methods	achieving a ratin	blled in the WKU principal program will complete g of 3 or higher on the first and subsequent attemp of candidates eaching a 3 or higher on the first and	ts. Annually the program coordinator will co			

Measurement Instrument 2	Responding to equity case studies (EDAD 608). WKU principal candidates will conduct an equity audit of their schools or another with a particular focus on resource allocation and operations. They will demonstrate the ability to do the following: (1) use equity assessment tools to collaboratively identify strengths, weaknesses, opportunities, and threats to building equity, (2) communicate the to stakeholders, and (3) recommend prioritized next steps.					
Criteria for Student Success	The WKU Reflective Practice Rubric (attached) is used to measure student success on this assessment. Principal candidates are expected achieve a holistic ranking of 3 (Meaning Maker) on the 4-point rubric.					
Program Success Target for this Measurement		At least 80% of all WKU principal candidates will achieve a rating of 3 (Meaning Maker) or higher on the assessment rubric on their first attempt. 100% of all WKU principal candidates will achieve a rating of 3 or higher on their second or subsequent attempts.	e a rating of 3 (Meaning Maker) or he assessment rubric on their first 00% of all WKU principal candidates e a rating of 3 or higher on their		100% of students were proficient on first attempt; 100% of students were proficient on second attempt	
Methods	achieving a rati	rolled in the WKU principal program will complete ng of 3 or higher on the first and subsequent attemptor of candidates eaching a 3 or higher on the first and	ots. Annually the program coordinator will co			
Based on your results, circle or l	highlight whethe	r the program met the goal Student Learning O	utcome 3.	Met	Not Met	
We have not met the target yet for	or 100% of stude	l actions for program improvement. The actions shents to be successful on Learning Outcome 3. The ollect data in Anthology to allow us to better un	students who were not successful will need		te proficiency	
				ng successiui a	nd why.	
Follow-Up (Provide your timeline	for follow-up. I	f follow-up has occurred, describe how the actions	above have resulted in program improvemen		nd why.	
		f follow-up has occurred, describe how the actions arrently based on the CAEP rubric. We will need to			nd why.	
We have moved the assessment to	anthology but cu				nd why.	

Student Learning Outcome 4					
<b>Student Learning Outcome</b>	Graduates of WKU's education administration program will be adept at building positive relationships with and among students,				
<u> </u>	staff, families, and the community for uniting all stakeholders around a commitment to high-quality learning outcomes.				
<b>Measurement Instrument 1</b>	Conducting a School Culture Audit (EDAD 604). For this assessment, principal candidates will collaborate with their local school team				
	to collect a variety of data, including conducting an equity audit, and to use those data to assess the school's strengths and growth areas				
	relative to its culture. The principal candidate will then present his/her findings to a stakeholder group and reflect on the process.				

Criteria for Student Success		ective Practice Rubric (attached) is used to measure c ranking of 3 (Meaning Maker) on the 4-point rub		al candidates are	expected to
Program Success Target for this	Measurement	At least 80% of all WKU principal candidates will achieve a rating of 3 (Meaning Maker) or higher on the assessment rubric on their first attempt. 100% of all WKU principal candidates will achieve a rating of 3 or higher on their second or subsequent attempts.	Percent of Program Achieving Target	first attem	e proficient on pt; 100% were cluding second attempt.
Methods	achieving a rating the percentages	olled in the WKU principal program will complete ng of 3 or higher on the first and subsequent attemp of candidates eaching a 3 or higher on the first and	ots. Annually the program coordinator will coll subsequent attempts.	ollect these data	to determine
Measurement Instrument 2	based on Epstein inventory identifications in highlighting fine	chool Communications Plan (EDAD 605). WKU n's (1995) framework for building school/family/co fying current strengths and weaknesses, a written of dings and recommending next steps.	community partnerships. This anchor assessment of the communication plan, and a mock presentation	nent will consist n for a group of	of an stakeholders
Criteria for Student Success		ective Practice Rubric (attached) is used to measure c ranking of 3 (Meaning Maker) on the 4-point rub		al candidates are	expected to
Program Success Target for this  Methods	All students enr	At least 80% of all WKU principal candidates will achieve a rating of 3 (Meaning Maker) or higher on the assessment rubric on their first attempt. 100% of all WKU principal candidates will achieve a rating of 3 or higher on their second or subsequent attempts.  olled in the WKU principal program will complete ag of 3 or higher on the first and subsequent attempt of candidates eaching a 3 or higher on the first and	ots. Annually the program coordinator will co	first attem proficient income	
Based on your results, circle or h	nighlight whether	the program met the goal Student Learning O	utcome 4.	Met	Not Met
		actions for program improvement. The actions shoutcome, but will be transitioning the data to A		dent outcomes.	
	•	follow-up has occurred, describe how the actions rrently based on the CAEP rubric. We will need to	•	t.)	
Next Assessment Cycle Plan (Ple	ase describe your	assessment plan timetable for this outcome)			
We will review this data annually.	J				

		Student Learning Outcor	ne 5	
Student Learning Outcome		VKU's education administration program will d	emonstrate skills for effectively communic	ating using a wide variety
Measurement Instrument 1	Introduction to Principal Progra	leadership Growth Plan (EDAD 602). This assign leadership Course and requires principal candidate am. Principal candidates will complete a battery of a strengths relative to program outcomes and also tild experiences.	s create a tool that will support their learning self-assessment tools and develop a Leadersl	journey throughout the WKU nip Development Plan,
Criteria for Student Success		ective Practice Rubric (attached) is used to measure ic ranking of 3 (Meaning Maker) on the 4-point rule.		al candidates are expected to
Program Success Target for this	Measurement	At least 80% of all WKU principal candidates will achieve a rating of 3 (Meaning Maker) or higher on the assessment rubric on their first attempt. 100% of all WKU principal candidates will achieve a rating of 3 or higher on their second or subsequent attempts.	Percent of Program Achieving Target	100% were proficient on first attempt; 100% were proficient including second attempt.
Methods	achieving a ratio	olled in the WKU principal program will complete ng of 3 or higher on the first and subsequent attemptof candidates eaching a 3 or higher on the first and	ots. Annually the program coordinator will co	
<b>Measurement Instrument 2</b>		ion Audit (EDAD 603). Students will review data provement strategies to address weaknesses or grown		al education program, along
Criteria for Student Success		ective Practice Rubric (attached) is used to measure ic ranking of 3 (Meaning Maker) on the 4-point rule.		al candidates are expected to
Program Success Target for this	Measurement	At least 80% of all WKU principal candidates will achieve a rating of 3 (Meaning Maker) or higher on the assessment rubric on their first attempt. 100% of all WKU principal candidates will achieve a rating of 3 or higher on their second or subsequent attempts.	Percent of Program Achieving Target	70% of students were proficient on first attempt; 100% of students were proficient on second attempt
Methods	achieving a ration the percentages	olled in the WKU principal program will complete ng of 3 or higher on the first and subsequent attemptor of candidates eaching a 3 or higher on the first and	ots. Annually the program coordinator will coll subsequent attempts	ellect these data to determine
Measurement Instrument 3	to collect a varie relative to its cu	School Culture Audit (EDAD 604). For this assest ety of data, including conducting an equity audit, a ulture. The principal candidate will then present his	nd to use those data to assess the school's str/her findings to a stakeholder group and refle	engths and growth areas ct on the process.
Criteria for Student Success		ective Practice Rubric (attached) is used to measure ic ranking of 3 (Meaning Maker) on the 4-point rule.		al candidates are expected to
Program Success Target for this		At least 80% of all WKU principal candidates will achieve a rating of 3 (Meaning Maker) or	Percent of Program Achieving Target	100% were proficient on first attempt; 100% were

higher on the assessment rubric on their first attempt. 100% of all WKU principal candidates will achieve a rating of 3 or higher on their second or subsequent attempts.  All students enrolled in the WKU principal program will complete this assessment. Instructors will document the number of students achieving a rating of 3 or higher on the first and subsequent attempts. Annually the program coordinator will collect these data to determ the percentages of candidates eaching a 3 or higher on the first and subsequent attempts  Measurement Instrument 4  Developing a School Communications Plan (EDAD 605). WKU principal candidates will develop communication plans for their sch based on Epstein's (1995) framework for building school/family/community partnerships. This anchor assessment will consist of an	ond
will achieve a rating of 3 or higher on their second or subsequent attempts.  All students enrolled in the WKU principal program will complete this assessment. Instructors will document the number of students achieving a rating of 3 or higher on the first and subsequent attempts. Annually the program coordinator will collect these data to determ the percentages of candidates eaching a 3 or higher on the first and subsequent attempts  Measurement Instrument 4  Developing a School Communications Plan (EDAD 605). WKU principal candidates will develop communication plans for their sch	
Second or subsequent attempts.   Methods   All students enrolled in the WKU principal program will complete this assessment. Instructors will document the number of students achieving a rating of 3 or higher on the first and subsequent attempts. Annually the program coordinator will collect these data to determ the percentages of candidates eaching a 3 or higher on the first and subsequent attempts    Measurement Instrument 4   Developing a School Communications Plan (EDAD 605). WKU principal candidates will develop communication plans for their sch	
All students enrolled in the WKU principal program will complete this assessment. Instructors will document the number of students achieving a rating of 3 or higher on the first and subsequent attempts. Annually the program coordinator will collect these data to determ the percentages of candidates eaching a 3 or higher on the first and subsequent attempts  Measurement Instrument 4  Developing a School Communications Plan (EDAD 605). WKU principal candidates will develop communication plans for their sch	
achieving a rating of 3 or higher on the first and subsequent attempts. Annually the program coordinator will collect these data to determ the percentages of candidates eaching a 3 or higher on the first and subsequent attempts  Measurement Instrument 4  Developing a School Communications Plan (EDAD 605). WKU principal candidates will develop communication plans for their sch	
the percentages of candidates eaching a 3 or higher on the first and subsequent attempts  Measurement Instrument 4  Developing a School Communications Plan (EDAD 605). WKU principal candidates will develop communication plans for their sch	
Measurement Instrument 4 Developing a School Communications Plan (EDAD 605). WKU principal candidates will develop communication plans for their sch	iine
based on Epstein's (1995) framework for building school/family/community partnerships. This anchor assessment will consist of an	ools
inventory identifying current strengths and weaknesses, a written communication plan, and a mock presentation for a group of stakehole	ers
highlighting findings and recommending next steps.	
Criteria for Student Success The WKU Reflective Practice Rubric (attached) is used to measure student success on this assessment. Principal candidates are expected	l to
achieve a holistic ranking of 3 (Meaning Maker) on the 4-point rubric.	
Program Success Target for this Measurement   At least 80% of all WKU principal candidates   Percent of Program Achieving Target   100% were proficient of the program and the program and the program and the program are proficient of the program and the program are proficient of the proficient of the profice are profice and the profice are profice are profice are profice are profice and the profice are profice and the profice are profice are profice are profice are profice and the profice are profice and the profice are profice a	n
will achieve a rating of 3 (Meaning Maker) or  first attempt; 100% we	
higher on the assessment rubric on their first proficient including sec	
attempt. 100% of all WKU principal candidates attempt.	
will achieve a rating of 3 or higher on their	
second or subsequent attempts.	
Methods All students enrolled in the WKU principal program will complete this assessment. Instructors will document the number of students	
achieving a rating of 3 or higher on the first and subsequent attempts. Annually the program coordinator will collect these data to determ	nine
the percentages of candidates eaching a 3 or higher on the first and subsequent attempts	inic
Measurement Instrument 5	
curriculum, instruction, and assessment and make recommendations for improvement.	
currentum, instruction, and assessment and make recommendations for improvement.	
Criteria for Student Success The WKU Reflective Practice Rubric (attached) is used to measure student success on this assessment. Principal candidates are expected	l to
achieve a holistic ranking of 3 (Meaning Maker) on the 4-point rubric.	0
define to a nonstre tanking of 5 (weathing waker) on the 4 point tuotie.	
Program Success Target for this Measurement   At least 80% of all WKU principal candidates   Percent of Program Achieving Target   100% were profice	nt on
will achieve a rating of 3 (Meaning Maker) or first attempt; 100%	
higher on the assessment rubric on their first proficient including s	
	empt.
will achieve a rating of 3 or higher on their	
second or subsequent attempts.	
All students enrolled in the WKU principal program will complete this assessment. Instructors will document the number of students	
achieving a rating of 3 or higher on the first and subsequent attempts. Annually the program coordinator will collect these data to determine the first and subsequent attempts.	iine
the percentages of candidates eaching a 3 or higher on the first and subsequent attempts.	
Measurement Instrument 6 Teacher Coaching Role Play (EDAD 607). WKU principal candidate will analyze a role play scenario of a principal providing evaluation of the play scenario of the play is a principal providing evaluation of the play scenario of the play is a principal providing evaluation of the play is a princ	
feedback to teacher and actively role play a scenario providing feedback to a teacher applying adult learning theory and providing actio	ıable
research-based feedback.	
	l to
The WKU Reflective Practice Rubric (attached) is used to measure student success on this assessment. Principal candidates are expected achieve a holistic ranking of 3 (Meaning Maker) on the 4-point rubric.	

Program Success Target for this Measurement		At least 80% of all WKU principal candidates will achieve a rating of 3 (Meaning Maker) or	Percent of Program Achieving Target	first attemp	e proficient on ot; 100% were	
		higher on the assessment rubric on their first attempt. 100% of all WKU principal candidates		proficient inc	attempt.	
		will achieve a rating of 3 or higher on their			attempt.	
		second or subsequent attempts.				
Methods	All students enr	olled in the WKU principal program will complete	e this assessment. Instructors will document to	he number of stu	ıdents	
		ng of 3 or higher on the first and subsequent attemption		ollect these data	to determine	
	the percentages of candidates eaching a 3 or higher on the first and subsequent attempts.					
Measurement Instrument 7						
		r focus on resource allocation and operations. The				
		s to collaboratively identify strengths, weaknesses,	opportunities, and threats to building equity,	(2) communicat	te the SWO1	
	to stakeholders,	and (3) recommend prioritized next steps.				
Criteria for Student Success	The WKU Refle	ective Practice Rubric (attached) is used to measure	e student success on this assessment. Principa	al candidates are	expected to	
Criteria for Student Success		ic ranking of 3 (Meaning Maker) on the 4-point rul		ir candidates are	expected to	
<b>Program Success Target for this</b>	Measurement	At least 80% of all WKU principal candidates	Percent of Program Achieving Target	100% of stu	dents were	
		will achieve a rating of 3 (Meaning Maker) or		proficient on f	first attempt;	
		higher on the assessment rubric on their first		<mark>100% of stu</mark>	<mark>dents were</mark>	
		attempt. 100% of all WKU principal candidates		<mark>proficient (</mark>	<mark>on second</mark>	
		will achieve a rating of 3 or higher on their		<mark>atter</mark>	<mark>mpt</mark>	
		second or subsequent attempts.				
Methods		colled in the WKU principal program will complete				
		ating of 3 or higher on the first and subsequent attempts. Annually the program coordinator will collect these data to determine				
		of candidates eaching a 3 or higher on the first and				
Measurement Instrument 8		Plan-Do-Study-Act (EDAD 609). With the guidan	nce of the school principal, WKU principal ca	ındidates will cre	eate a plan-	
	do-study-act for	r their capstone project.				
ļ						
Criteria for Student Success	The WKU Refle	ective Practice Rubric (attached) is used to measure	e student success on this assessment. Principa	al candidates are	expected to	
		ic ranking of 3 (Meaning Maker) on the 4-point rul			•	
				-		
<b>Program Success Target for this</b>	Measurement	At least 80% of all WKU principal candidates	Percent of Program Achieving Target	100% of stude		
		will achieve a rating of 3 (Meaning Maker) or		<mark>proficient on f</mark>		
		higher on the assessment rubric on their first		100% of stude		
		attempt. 100% of all WKU principal candidates		<mark>proficient on s</mark>	second	
		will achieve a rating of 3 or higher on their		attempt		
Mathada		second or subsequent attempts	Alianamant Instruction and Ins	L	. 1 4 -	
Methods		a rating of 3 or higher on the first and subsequent attempts. Annually the program coordinator will collect these data to determine				
ļ		of candidates eaching a 3 or higher on the first and		onect these data	to determine	
<b>,</b>	ine percentages	of candidates eaching a 3 of higher on the first and	i subsequent attempts.			
ľ	1 0					
Based on your results, circle or h		r the program met the goal Student Learning O	Outcome 5.	Met	Not Met	

Actions (Describe the decision-making process and actions for program improvement. The actions should include a timeline.)

We have not met the target yet for 100% of students to be successful on Learning Outcome 5. The students who were not successful will need to demonstrate proficiency to continue with the program. We will also be moving data to Anthology to better monitor student learning outcomes.

Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)

We have moved the assessment to anthology but currently based on the CAEP rubric. We will need to consider aligning the two rubrics.

Next Assessment Cycle Plan (Please describe your assessment plan timetable for this outcome)

We will review annually.

Student Learning Outcome 6					
<b>Student Learning Outcome</b>	Graduates of WKU's education administration program will display the characteristics of a high-reflective practitioner.				
Measurement Instrument 1	Developing a Leadership Growth Plan (EDAD 602). This assignment addresses all of the key learning targets associated with the Introduction to leadership Course and requires principal candidates create a tool that will support their learning journey throughout the WKU Principal Program. Principal candidates will complete a battery of self-assessment tools and develop a Leadership Development Plan, identifying their strengths relative to program outcomes and also their growth areas. This plan will be updated each semester and help guide personalized field experiences.				
Criteria for Student Success	The WKU Reflective Practice Rubric (attached) is used to measure student success on this assessment. Principal candidates are expected to achieve a holistic ranking of 3 (Meaning Maker) on the 4-point rubric.				
Program Success Target for this Measurement		At least 80% of all WKU principal candidates will achieve a rating of 3 (Meaning Maker) or higher on the assessment rubric on their first attempt. 100% of all WKU principal candidates will achieve a rating of 3 or higher on their second or subsequent attempts.	Percent of Program Achieving Target	100% were proficient on first attempt; 100% were proficient including second attempt.	
Methods	All students enrolled in the WKU principal program will complete this assessment. Instructors will document the number of students achieving a rating of 3 or higher on the first and subsequent attempts. Annually the program coordinator will collect these data to determine the percentages of candidates eaching a 3 or higher on the first and subsequent attempts				
Measurement Instrument 2	Special Education Audit (EDAD 603). Students will review data and rate six elements of their school's special education program, along with a set of improvement strategies to address weaknesses or growth areas revealed in the audit.				
Criteria for Student Success	The WKU Reflective Practice Rubric (attached) is used to measure student success on this assessment. Principal candidates are expected to achieve a holistic ranking of 3 (Meaning Maker) on the 4-point rubric.				
Program Success Target for this Measurement   At least 80% of all WKU principal candidates   Percent of Program Achieving Target   70% of students were					

		will achieve a rating of 3 (Meaning Maker) or		proficient on first attempt;	
		higher on the assessment rubric on their first		100% of students were	
		attempt. 100% of all WKU principal candidates		_	
				proficient on second	
		will achieve a rating of 3 or higher on their		<mark>attempt</mark>	
	1	second or subsequent attempts.			
Methods		rolled in the WKU principal program will complete			
		ng of 3 or higher on the first and subsequent attemp		ollect these data to determine	
		of candidates eaching a 3 or higher on the first and			
<b>Measurement Instrument 3</b>		School Culture Audit (EDAD 604). For this asse			
		ety of data, including conducting an equity audit, a			
	relative to its cu	alture. The principal candidate will then present his	/her findings to a stakeholder group and refle	ect on the process.	
Criteria for Student Success		ective Practice Rubric (attached) is used to measur			
		ic ranking of 3 (Meaning Maker) on the 4-point ru		·	
<b>Program Success Target for this</b>		At least 80% of all WKU principal candidates	Percent of Program Achieving Target	100% were proficient on	
		will achieve a rating of 3 (Meaning Maker) or		first attempt; 100% were	
		higher on the assessment rubric on their first		proficient including second	
		attempt. 100% of all WKU principal candidates		attempt.	
		will achieve a rating of 3 or higher on their			
		second or subsequent attempts.			
Methods	All students en	rolled in the WKU principal program will complete	this assessment Instructors will document t	he number of students	
Methous		ng of 3 or higher on the first and subsequent attempt			
		of candidates eaching a 3 or higher on the first and		officer these data to determine	
Management Instrument 4				4:	
<b>Measurement Instrument 4</b>	<b>Developing a School Communications Plan (EDAD 605).</b> WKU principal candidates will develop communication plans for their schools based on Epstein's (1995) framework for building school/family/community partnerships. This anchor assessment will consist of an				
ļ	inventory identifying current strengths and weaknesses, a written communication plan, and a mock presentation for a group of s				
		dings and recommending next steps.			
Criteria for Student Success The WKU Reflective Practice Rubric (attached) is used to measure s			e student success on this assessment. Principa		
	4			al candidates are expected to	
		ic ranking of 3 (Meaning Maker) on the 4-point ru			
Program Success Target for this		At least 80% of all WKU principal candidates	bric. Percent of Program Achieving Target	100% were proficient on	
		At least 80% of all WKU principal candidates will achieve a rating of 3 (Meaning Maker) or		100% were proficient on first attempt; 100% were	
		At least 80% of all WKU principal candidates will achieve a rating of 3 (Meaning Maker) or higher on the assessment rubric on their first		100% were proficient on	
		At least 80% of all WKU principal candidates will achieve a rating of 3 (Meaning Maker) or higher on the assessment rubric on their first attempt. 100% of all WKU principal candidates		100% were proficient on first attempt; 100% were	
		At least 80% of all WKU principal candidates will achieve a rating of 3 (Meaning Maker) or higher on the assessment rubric on their first		100% were proficient on first attempt; 100% were proficient including second	
	Measurement	At least 80% of all WKU principal candidates will achieve a rating of 3 (Meaning Maker) or higher on the assessment rubric on their first attempt. 100% of all WKU principal candidates will achieve a rating of 3 or higher on their second or subsequent attempts.	Percent of Program Achieving Target	100% were proficient on first attempt; 100% were proficient including second attempt.	
	Measurement  All students en	At least 80% of all WKU principal candidates will achieve a rating of 3 (Meaning Maker) or higher on the assessment rubric on their first attempt. 100% of all WKU principal candidates will achieve a rating of 3 or higher on their second or subsequent attempts.	Percent of Program Achieving Target  this assessment. Instructors will document t	100% were proficient on first attempt; 100% were proficient including second attempt.	
Program Success Target for this	Measurement  All students en	At least 80% of all WKU principal candidates will achieve a rating of 3 (Meaning Maker) or higher on the assessment rubric on their first attempt. 100% of all WKU principal candidates will achieve a rating of 3 or higher on their second or subsequent attempts.	Percent of Program Achieving Target  this assessment. Instructors will document t	100% were proficient on first attempt; 100% were proficient including second attempt.	
Program Success Target for this	All students en	At least 80% of all WKU principal candidates will achieve a rating of 3 (Meaning Maker) or higher on the assessment rubric on their first attempt. 100% of all WKU principal candidates will achieve a rating of 3 or higher on their second or subsequent attempts.	Percent of Program Achieving Target  this assessment. Instructors will document to the continuous the program coordinator will continuous.	100% were proficient on first attempt; 100% were proficient including second attempt.	
Program Success Target for this  Methods	All students enrachieving a rati	At least 80% of all WKU principal candidates will achieve a rating of 3 (Meaning Maker) or higher on the assessment rubric on their first attempt. 100% of all WKU principal candidates will achieve a rating of 3 or higher on their second or subsequent attempts.  rolled in the WKU principal program will complete ng of 3 or higher on the first and subsequent attempt of candidates eaching a 3 or higher on the first and	Percent of Program Achieving Target  this assessment. Instructors will document to the program coordinator will contain the program achieves the program coordinator will contain the program coordinator will contain the program achieves the program achiev	100% were proficient on first attempt; 100% were proficient including second attempt.  the number of students collect these data to determine	
Program Success Target for this	All students em achieving a ratithe percentages  Curriculum A	At least 80% of all WKU principal candidates will achieve a rating of 3 (Meaning Maker) or higher on the assessment rubric on their first attempt. 100% of all WKU principal candidates will achieve a rating of 3 or higher on their second or subsequent attempts.  rolled in the WKU principal program will complete ng of 3 or higher on the first and subsequent attempt of candidates eaching a 3 or higher on the first and udit (EDAD 606). WKU principal candidates will	Percent of Program Achieving Target  et his assessment. Instructors will document to the program coordinator will consider a subsequent attempts  conduct a comprehensive audit of their school.	100% were proficient on first attempt; 100% were proficient including second attempt.  the number of students collect these data to determine	
Program Success Target for this  Methods	All students em achieving a ratithe percentages  Curriculum A	At least 80% of all WKU principal candidates will achieve a rating of 3 (Meaning Maker) or higher on the assessment rubric on their first attempt. 100% of all WKU principal candidates will achieve a rating of 3 or higher on their second or subsequent attempts.  rolled in the WKU principal program will complete ng of 3 or higher on the first and subsequent attempt of candidates eaching a 3 or higher on the first and	Percent of Program Achieving Target  et his assessment. Instructors will document to the program coordinator will consider a subsequent attempts  conduct a comprehensive audit of their school.	100% were proficient on first attempt; 100% were proficient including second attempt.  the number of students collect these data to determine	
Program Success Target for this  Methods	All students em achieving a rati the percentages  Curriculum Acurriculum, inst	At least 80% of all WKU principal candidates will achieve a rating of 3 (Meaning Maker) or higher on the assessment rubric on their first attempt. 100% of all WKU principal candidates will achieve a rating of 3 or higher on their second or subsequent attempts.  rolled in the WKU principal program will complete ng of 3 or higher on the first and subsequent attempt of candidates eaching a 3 or higher on the first and udit (EDAD 606). WKU principal candidates will	Percent of Program Achieving Target  e this assessment. Instructors will document to the post. Annually the program coordinator will consider a comprehensive audit of their schons for improvement.	100% were proficient on first attempt; 100% were proficient including second attempt.  the number of students ollect these data to determine ol's programming for	
Program Success Target for this  Methods  Measurement Instrument 5	All students emachieving a ratithe percentages  Curriculum Accurriculum, inst	At least 80% of all WKU principal candidates will achieve a rating of 3 (Meaning Maker) or higher on the assessment rubric on their first attempt. 100% of all WKU principal candidates will achieve a rating of 3 or higher on their second or subsequent attempts. rolled in the WKU principal program will complete ng of 3 or higher on the first and subsequent attempt of candidates eaching a 3 or higher on the first and udit (EDAD 606). WKU principal candidates will truction, and assessment and make recommendation	Percent of Program Achieving Target  this assessment. Instructors will document to the standard the program coordinator will consider a comprehensive audit of their schoms for improvement.  e student success on this assessment. Principal conduct a comprehensive audit of their schoms for improvement.	100% were proficient on first attempt; 100% were proficient including second attempt.  the number of students ollect these data to determine ol's programming for	
Program Success Target for this  Methods  Measurement Instrument 5	All students emachieving a ratithe percentages  Curriculum Accurriculum, inst	At least 80% of all WKU principal candidates will achieve a rating of 3 (Meaning Maker) or higher on the assessment rubric on their first attempt. 100% of all WKU principal candidates will achieve a rating of 3 or higher on their second or subsequent attempts. rolled in the WKU principal program will complete ng of 3 or higher on the first and subsequent attempt of candidates eaching a 3 or higher on the first and udit (EDAD 606). WKU principal candidates will truction, and assessment and make recommendatio ective Practice Rubric (attached) is used to measure	Percent of Program Achieving Target  this assessment. Instructors will document to the standard the program coordinator will consider a comprehensive audit of their schoms for improvement.  e student success on this assessment. Principal conduct a comprehensive audit of their schoms for improvement.	100% were proficient on first attempt; 100% were proficient including second attempt.  the number of students ollect these data to determine ol's programming for	
Program Success Target for this  Methods  Measurement Instrument 5	All students emachieving a ratithe percentages  Curriculum Accurriculum, inst	At least 80% of all WKU principal candidates will achieve a rating of 3 (Meaning Maker) or higher on the assessment rubric on their first attempt. 100% of all WKU principal candidates will achieve a rating of 3 or higher on their second or subsequent attempts. rolled in the WKU principal program will complete ng of 3 or higher on the first and subsequent attempt of candidates eaching a 3 or higher on the first and udit (EDAD 606). WKU principal candidates will truction, and assessment and make recommendatio ective Practice Rubric (attached) is used to measure	Percent of Program Achieving Target  this assessment. Instructors will document to the standard the program coordinator will consider a comprehensive audit of their schoms for improvement.  e student success on this assessment. Principal conduct a comprehensive audit of their schoms for improvement.	100% were proficient on first attempt; 100% were proficient including second attempt.  the number of students ollect these data to determine ol's programming for	

	higher on the assessment rubric on their first attempt. 100% of all WKU principal candidates will achieve a rating of 3 or higher on their second or subsequent attempts.	proficient including second attempt.		
Methods	All students enrolled in the WKU principal program will complete this assessment. Instructors will document the number of students achieving a rating of 3 or higher on the first and subsequent attempts. Annually the program coordinator will collect these data to determine the percentages of candidates eaching a 3 or higher on the first and subsequent attempts.			
Measurement Instrument 6	<b>Teacher Coaching Role Play (EDAD 607).</b> WKU principal candidate will analyze a role play scenario of a principal providing evaluation feedback to teacher and actively role play a scenario providing feedback to a teacher applying adult learning theory and providing actionable research-based feedback.			
Criteria for Student Success	The WKU Reflective Practice Rubric (attached) is used to measure student success on this ass achieve a holistic ranking of 3 (Meaning Maker) on the 4-point rubric.	essment. Principal candidates are expected to		
Program Success Target for this		thieving Target  100% were proficient on first attempt; 100% were proficient including second attempt.		
Methods	All students enrolled in the WKU principal program will complete this assessment. Instructors will document the number of students achieving a rating of 3 or higher on the first and subsequent attempts. Annually the program coordinator will collect these data to det the percentages of candidates eaching a 3 or higher on the first and subsequent attempts.			
Measurement Instrument 7				
Criteria for Student Success	The WKU Reflective Practice Rubric (attached) is used to measure student success on this assessment. Principal candidates are expected achieve a holistic ranking of 3 (Meaning Maker) on the 4-point rubric.			
Program Success Target for this	Measurement  At least 80% of all WKU principal candidates will achieve a rating of 3 (Meaning Maker) or higher on the assessment rubric on their first attempt. 100% of all WKU principal candidates will achieve a rating of 3 or higher on their second or subsequent attempts.	thieving Target    100% of students were   proficient on first attempt;   100% of students were   proficient on second   attempt		
Methods				
Measurement Instrument 8	Implementing a School Improvement Strategy (EDAD 609). With the guidance of the schoimplementing a school improvement strategy, monitoring progress, and presenting the results the work previously completed during the assessment task, "Conducting a Curriculum, Instruc	to stakeholders. This assessment will build on		

Criteria for Student Success		ective Practice Rubric (attached) is used to measuric ranking of 3 (Meaning Maker) on the 4-point ru		al candidates are	expected to	
Program Success Target for this Measurement		will achieve a rating of 3 (Meaning Maker) or higher on the assessment rubric on their first profice 100%		proficient on fi 100% of stud proficient o	100% of students were oficient on first attempt; 100% of students were proficient on second attempt	
Methods  All students enrolled in the WKU principal program will complete this assessment. Instructors will document the number of students achieving a rating of 3 or higher on the first and subsequent attempts. Annually the program coordinator will collect these data to determine the percentages of candidates eaching a 3 or higher on the first and subsequent attempts.						
Based on your results, circle or	highlight whethe	r the program met the goal Student Learning O	outcome 6.	Met	Not Met	
Actions (Describe the decision-m	aking process and	actions for program improvement. The actions sh	ould include a timeline.)			
		ents to be successful on Learning Outcome 6. The oving data to Anthology to better monitor and u				
Follow-Up (Provide your timeline	e for follow-up. I	f follow-up has occurred, describe how the actions	above have resulted in program improvemen	t.)		
We have moved the assessment to	o anthology but cu	errently based on the CAEP rubric. We will need to	consider aligning the two rubrics.			
Next Assessment Cycle Plan (Ple	ease describe your	r assessment plan timetable for this outcome)				

	Director of Pupil Personnel (PSEL) Director of Special Education (PSEL - Plus CEC) School Principal (PSEL) School Superintendent (PSEL) Supervisor of Instruction (PSEL)	An assessment may be listed mutliple times if the measures apply to the appropriate areas.  Include the key or signature assessments only; does not need to be a list of all the candidate assessments.	Identify when in the sequence of the program the assessment occurs (specific course, transition point, etc.).	PSEL Alignment	CEC Alignment (applicable to DoSE only)
	Candidate Knowledge, Skills, and Professional Dispositions (integrated practices of diversity)	Dispositions ratings assessments (self, mentor, faculty member)	Every semester	All standards	
		School Leaders Licensure Assessment	Final semester or following coursework	All standards	
2	Professional Capabilities	EDAD 602 (Intro to School Leadership): developing a professional growth plan	first semester	1b, d, g; 2d, e; 6i, 10b, d, e, j 1b, c, d; 2b, c, f; 3c,	
		EDAD 603 (School Law & Policy): special education audit  EDAD 604 (Creating a Culture of Achievement): culture audit	first semester second semester	e, h; Standard 4, 5; 6d, e, f; 7d, Standard 10 1c, d, e, f, g; 2d, e; Standard 3; Standard 5; 6h; 7a, b, c, d, e; Standard	
		EDAD 605 (Leading a Community of Learners) program assessment: developing a school-community communications plan	second semester	10 1b, d, and f; 2d, e; 3a, b, d, h; 5a, b, d, f; 6g; Standard 8; 9k; 10 a, c.	
	Data and Research driven decision making	EDAD 606 (Leading Learning Systems): Audit of curriculum, instruction, and assessment practices	third semester	Standards 1, 4, and 10; 2c; 3c, e; 5 a, c, d; 6d; 7d; 9a	
		EDAD 607 (Developing Academic Capacity): teacher feedback role play	third semester	Standards, 4, 6, 7, and 10; 1d, f; 2c, e, f; 3c; 5c, d; 9b, g	
		EDAD 608 (Resource Management for Equitable Outcomes): conducting a school-wide equity audit	final semester	Standards 1, 3, 9, and 10; 2a, c, e; 4a, c, e; 5a, b, c, d; 6d, 7a, b, c, d; 9b, g	
3		EDAD 609 (Leading School Improvement): Implementing an improvement strategy	final semester	Standards 1, 4, and 10; 2c; 3c, e; 5 a, c, d; 6d; 7d; 9a	
4	Integration of Technology in the discipline	EDAD 605 (Leading a Community of Learners) program assessment: developing a school-community communications plan	third semester	1b, d, and f; 2d, e; 3a, b, d, h; 5a, b, d, f; 6g; Standard 8; 9k; 10 a, c.	
		EDAD 606 (Leading Learning Systems): Audit of curriculum, instruction, and assessment practices	third semester	Standards 1, 4, and 10; 2c; 3c, e; 5 a, c, d; 6d; 7d; 9a	
		EDAD 608 (Resource Management for Equitable Outcomes): conducting a school-wide equity audit	final semester	Standards 1, 3, 9, and 10; 2a, c, e; 4a, c, e; 5a, b, c, d; 6d, 7a, b, c, d; 9b, g	
		EDAD 609 (Leading School Improvement): Implementing an improvement strategy	final semester	Standards 1, 4, and 10; 2c; 3c, e; 5 a, c, d; 6d; 7d; 9a	
5	Clinical Practice (integrated practices of diversity)	EDAD 610, Clinical Experiences in the principalship associated with each of the following courses: EDAD 604 (Creating a Culture of Achievement), EDAD 605 (Leading a Community of Learners), EDAD 605 (Leading Learning Systems), EDAD 607 (Developing Academic Capacity), EDAD 608 (Resource Management for Equitable Outcomes), and EDAD 609 (Leading School Improvement)	second, third, and final semesters	All standards	